

**Inspection under Section 28 of the
Education Act 2005**

A Report on the Quality of Education in

**Cantref Primary School
Harold Road,
Abergavenny,
Monmouthshire.
NP7 7DG**

School Number: 6792319

Date of Inspection: 26/11/08 – 28/11/08

by

**Huw Watkins
79523**

Date of Publication: 31/01/09

Under Estyn contract number: 1107708

© Queens Printer and Controller of HMSO 2008: This report may be re-used free of charge in any format or medium provided that it is re-used accurately and not used in a misleading context. The copyright in the material must be acknowledged as aforementioned and the title of the report specified.

Copies of this report are available from the school. Under the Education Act 2005, the school must provide copies of the report free of charge to certain categories of people. A charge not exceeding the cost of reproduction may be made to others requesting a copy of the report.

Cantref Primary was inspected as part of a national programme of school inspection. The purpose of inspection is to identify good features and shortcomings in schools in order that they may improve the quality of education offered and raise the standards achieved by their pupils. The inspection of all schools within a six-year cycle is also designed to give parents information about the performance of their child's school.

The inspection of Cantref Primary took place between 26/11/08 and 28/11/08. An independent team of inspectors, led by Huw Watkins undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

The team was required to report on the standards achieved by pupils, the quality of education provided by the school, the quality of leadership and management and the contribution made by the school to its pupils' spiritual, moral, social and cultural development.

The five-point scale used to represent all inspection judgements in this report is as follows:

Grade 1	good with outstanding features
Grade 2	good features and no important shortcomings
Grade 3	good features outweigh shortcomings
Grade 4	some good features, but shortcomings in important areas
Grade 5	many important shortcomings

There are three types of inspection.

For **all** inspections, there is a written report on seven key questions.

For **short** inspections, there are no subject reports.

For **standard** inspections, there are also reports on six subjects.

For **full** inspections, there are also reports on all subjects.

Estyn decides the kind of inspection that a school receives, mainly on the basis of its past performance. Most schools receive a standard inspection. All nursery schools, special schools, pupil referral units and any new or amalgamated schools receive a full inspection.

This school received a full inspection.

Year groups and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years of age. This system emphasises the importance of continuity and eases communication among schools, governing bodies, parents and LEAs.

The term 'Reception' (R) refers to the year group of pupils in a primary school who reach the age of 5 during the academic year. Year 1 refers to the year group of pupils who reach the age of 6 during the academic year and so on. Year 13 is the year group of students who reach the age of 18 during the academic year.

Primary phase:

Year	R	Y1	Y2	Y3	Y4	Y5	Y6
Ages	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The National Curriculum covers four key stages as follows:

Key stage 1	Year 1 and Year 2
Key stage 2	Year 3 to Year 6
Key stage 3	Year 7 to Year 9
Key stage 4	Year 10 and Year 11

Contents	Page
Context	1
Summary	2
Recommendations	9
Standards	10
Key Question 1: How well do learners achieve?	10
The quality of education and training	13
Key Question 2: How effective are teaching, training and assessment?	13
Key Question 3: How well do the learning experiences meet the needs and interests of learners and the wider community?	16
Key Question 4: How well are learners cared for, guided and supported?	18
Leadership and management	22
Key Question 5: How effective are leadership and strategic management?	22
Key Question 6: How well do leaders and managers evaluate and improve quality and standards?	23
Key Question 7: How efficient are leaders and managers in using resources?	25
Standards achieved in subjects and areas of learning	27
Under- fives	27
English	32
Welsh second language	33
Mathematics	34
Science	35
Information Technology	36
Design Technology	36
History	37
Geography	38
Art	39
Music	40
Physical education	41
Religious education	42
School's response to the inspection	44

Appendices	45
1 Basic information about the school	45
2 School data and indicators	46
3 National Curriculum assessments results	47
4 Evidence base of the inspection	48
5 Composition and responsibilities of the inspection team	49

Context

The nature of the provider

- 1 Cantref Primary School, Abergavenny, is a Community Primary School which opened in September 2005 following the closure of Park Street Infants and Harold Road Junior Schools. Initially, the new school operated on two separate sites until moving into the fully renovated Harold Road, Grade Two Listed building, in September 2006.
- 2 The school is situated in the north of the market town of Abergavenny. Its catchment area serves an averagely prosperous residential area. Most pupils come from the immediate neighbourhood including a significant minority from the Community First area and further afield.
- 3 There are currently 236 pupils on roll aged between three and eleven years, with 5% eligible for free school meals. There is a part-time nursery class, and nine other classes – one for each school year except for year six where there are two classes. The number of pupils on roll is falling from year to year, and the current school building is designed to house 210 pupils. There are no pupils with statements of educational needs but 20% of pupils receive some additional support within the school.
- 4 Nearly all the pupils have English as their first language and there are no pupils from Welsh speaking families. Two pupils receive support in English as an additional language.
- 5 Attainment of children on entry is generally above average.
- 6 Being a new school, Cantref had not previously been inspected by Estyn.
- 7 The head teacher was appointed in January 2005.

The school's priorities and targets

- 8 The school motto is: *Cyd Dyfu, Cyd Ddysgu - Learning Together, Growing Together* .
- 9 The school's priorities for the immediate future as defined in its school improvement plan are:
 - to develop the Revised Curriculum: Pedagogy, English, Mathematics, Science;
 - to develop The Foundation Phase: Reviewing and modifying planning systems, resources, ethos and assessment.
 - inclusion: Able and talented pupils, Intervention programmes, SEBD training for Learning Support Assistants, Additional support for pupils with behavioural problems;
 - to introduce well-being and life skills; and
 - to develop the role of The Governing Body.

Summary

- 10 Cantref Primary School is a very good school, with many outstanding features. One such feature is the collaborative manner in which teachers and support staff work for the welfare of the pupils. There exists a strong feeling of inclusion, with all pupils given equal opportunities to take part in all school activities.
- 11 The school building has been purposefully renovated and re-designed in order to provide suitable accommodation of a high quality for its pupils.
- 12 The head teacher, governing body and staff have a clear vision for the school and its pupils and work conscientiously in order to achieve it.

Table of grades awarded

Key Question	Inspection grade
1 How well do learners achieve?	Grade 2
2 How effective are teaching, training and assessment?	Grade 2
3 How well do the learning experiences meet the needs and interests of learners and the wider community?	Grade 1
4 How well are learners cared for, guided and supported?	Grade 1
5 How effective are leadership and strategic management?	Grade 1
6 How well do leaders and managers evaluate and improve quality and standards?	Grade 2
7 How efficient are leaders and managers in using resources?	Grade 1

Subjects and/or areas of learning for under-fives

Seven areas of the foundation phase	Nursery	Reception
Personal and Social Development, Well-being and Cultural Development	Grade 1	Grade 1
Language, Literacy and Communication Skills	Grade 1	Grade 1
Mathematical Development	Grade 2	Grade 2
Welsh Language Development	Grade 2	Grade 2
Knowledge and understanding of the world	Grade 1	Grade 1
Physical development	Grade 2	Grade 2
Creative development	Grade 1	Grade 1

Grades for standards in subjects inspected

Subjects	Key Stage 1	Key Stage 2
English	Grade 1	Grade 2
Welsh second language	Grade 2	Grade 3
Mathematics	Grade 2	Grade 1
Science	Grade 2	Grade 2
Information Technology	Grade 2	Grade 2
Design Technology	Grade 2	Grade 2
History	Grade 1	Grade 2
Geography	Grade 2	Grade 2
Art	Grade 1	Grade 1
Music	Grade 2	Grade 2
Physical Education	Grade 2	Grade 2
Religious Education	Grade 2	Grade 2

- 13 During the inspection, standards of achievement in the lessons inspected was as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
23%	75%	2%	0%	0%

- 14 The overall quality of educational provision for the under-fives is appropriate to their needs and the children are making good progress towards the Foundation Phase.
- 15 Children under five make good progress in the development of their mathematical and ICT skills across the seven areas of learning. Their personal and social skills are excellent and children make very good progress in their knowledge and understanding of the world and English communication skills. Children's problem-solving and creative skills are also very good. Their bilingual skills are developing well and their knowledge of the 'Cwricwlwm Cymreig' is good.
- 16 Pupils in key stages 1 and 2 are making excellent progress in their personal, moral, social, cultural, creative and English communication skills. Their spiritual skills are good. They are also making good progress in their mathematical and problem-solving skills across all subjects of the curriculum. Pupils' knowledge of the 'Cwricwlwm Cymreig' is good, but their ICT skills across the curriculum are under-developed. Their ability to evaluate and improve their own learning and performance is good.
- 17 Pupils' bilingual competence is good at key stage one, but less developed at key stage two.
- 18 Pupils succeed well in attaining the targets set for them, whatever their ability and social or linguistic background. Pupils with SEN make good and consistent progress.
- 19 Pupils' behaviour, both during their lessons and also outside is very good.
- 20 Pupils' standards of self-esteem, confidence and behaviour are good. These aspects reflect the outstanding quality of relationships between teachers and support staff. Pupils are courteous, polite and relate well to each other, to staff and to visitors.

21 Attendance rates for the last three completed terms average 94.8%. Instances of unauthorised absence are minimal. Registration is conducted efficiently and lessons start promptly. Punctuality at the start of the school day is satisfactory.

The quality of education and training

22 The quality of teaching in the lessons observed were judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
24%	72%	4%	0%	0%

23 The education provided by the school meets the needs of the range of pupils. All teachers plan lessons thoroughly, clearly identifying aspects such as the learning focus, key skills and the role of support staff. Lessons are carefully structured in order to plan, develop and reflect on the learning focus.

24 Support staff make a valuable contribution to improving pupils' learning throughout the school. In the best practice, they encourage pupils to think and work problems out for themselves and compliment the work of the classroom teacher very effectively.

25 The use of incidental Welsh by teachers and support staff is a regular feature in all classes and a *Welsh Phrase of the Week* is used to reinforce common patterns and vocabulary. All pupils with English as an additional language (EAL) receive sound additional support from the class teacher and support staff as appropriate.

26 The school has an effective tracking system, which is used to monitor the progress of individuals and groups of pupils from the Reception through to the end of KS2.

27 Pupils with additional learning needs (ALN) are identified and well supported throughout the school. Lessons are well-differentiated to meet the range of ability in the class and, where necessary, appropriate targets are set in individual education plans (IEP). All pupil targets are carefully reviewed.

28 The school motto is: *to learn together and grow together*, and inspires pupils to become confident, secure, caring individuals who achieve personal success and develop a love of learning. This successfully underpins all aspects of school life, including the planning of clear curriculum policies and useful schemes of work.

29 The school provides a rich and relevant curriculum which focuses on developing independent learners and enables them to achieve their true potential. Learning is based on first-hand and exciting experiences which are stimulating and meaningful and which fully engage pupils.

30 Learning experiences for pupils are carefully planned and structured to ensure balance, breadth, flexibility, coherence and progression.

31 The overall quality of the educational provision for the under-fives is appropriate to their needs and children make good progress towards the Foundation Phase. Teachers provide challenging activities within a happy and safe, indoor and outdoor learning environment. The school is successfully preparing for the introduction of the

Foundation Phase by extending and enhancing child-centred learning opportunities and embracing the outdoor learning environment.

- 32 Learning experiences for pupils in key stages one and two are carefully planned and structured to ensure balance, breadth, flexibility, coherence and progression, and conform to the requirements of the appropriate National Curriculum.
- 33 The school ensures that all pupils receive maximum opportunities to develop their key skills of speaking, listening, reading, writing and application of number across the curriculum. Teachers' planning identifies appropriate opportunities for pupils to apply these skills in a range of contexts. Regular opportunities are provided for them to develop thinking skills and solve problems as individuals, pairs or groups.
- 34 The experiences provided for developing pupils' creative skills, especially in relation to work in art, are of a very high standard. However, development of ICT skills are not always planned strategically in order to extend and develop pupils' skills in this area of learning.
- 35 The school's extra-curricular provision is particularly rich. This is an outstanding feature of the school's practice. Educational visits are undertaken to places of historical and cultural interest, and visitors come to the school to speak with the pupils.
- 36 There are also outstanding features in the provision for pupils' moral, social and cultural development. These are well promoted through personal and social education lessons, and permeate through all activities within the school. Pupils identify their own good behaviour strategy and they are polite and helpful.
- 37 The school provides an effective range of opportunities for pupils to take responsibility and develop an understanding of their role in the community.
- 38 The curriculum is enriched by outstanding partnerships with parents who are particularly supportive and contribute fully to the life of the school. Very positive responses were received to the questionnaires circulated before the inspection.
- 39 The school has an effective partnership with other primary schools and the local secondary school.
- 40 The school's provision for work-related education is good with outstanding features.
- 41 Education for sustainable development and global citizenship are exceptionally well-promoted in virtually all areas of the curriculum. Every opportunity is taken to raise awareness of environmental and sustainable issues.
- 42 From the Foundation Phase upwards, the school sets the foundation for the skills needed in the world of lifelong learning and leisure. From a very young age, pupils are encouraged to communicate effectively, work independently and with others, make decisions and live a healthy lifestyle. These outstanding features of the school help pupils to recognise their roles as effective citizens and help them realise that they can make a positive contribution to the community in which they live.

- 43 The school provides outstanding care, support and guidance for pupils. The head teacher, teaching staff and support staff are extremely successful in creating a caring, secure and welcoming community where pupils feel happy and safe.
- 44 A highly effective partnership has been established with parents and carers. The school actively seeks and takes account of their views, such as the issue of enhancing the provision for extra-curricular sporting activities.
- 45 The carefully structured and good quality Personal and Social Education framework permeates the life of the school and provides pupils with many rich, learning experiences. Health and social-related topics, sex education and substance misuse are given suitable attention and the school makes very good use of specialist agencies, including health professionals, to help deliver these aspects of the programme. The school plans and manages care arrangements very effectively and this outstanding provision helps to nurture and develop pupils' levels of self-worth and self-esteem.
- 46 Cantref School Council is an excellent forum for the development of pupils' personal and social skills and provides many opportunities for pupils of different ages to work together and to contribute to the decision-making process within the school.
- 47 Very effective procedures are in place to monitor pupils' attendance, punctuality, behaviour and performance and the school responds quickly to any situation giving cause for concern.
- 48 The school makes outstanding efforts to promote healthy eating and a healthy lifestyle. Pupils understand the benefits of eating healthily and exercising regularly.
- 49 The school functions very well as an inclusive, happy and supportive community where all pupils are valued equally.
- 50 Pupils' understanding of diversity and the value of contributions made by others from a wide range of backgrounds and cultures is well-promoted through projects including links with Ethiopia, assemblies and initiatives such as 'World Week'.
- 51 The school's ethos of inclusion is effectively reflected in the efforts made to ensure that all reasonable measures have been undertaken to secure the equal treatment of disabled pupils and to welcome disabled visitors to the school.

Leadership and management

- 52 The quality of leadership in the school is outstanding. The head teacher and her senior management team have achieved a great deal since the new Cantref School opened its doors in 2005. Together with an inspirational governing body, the head teacher has effectively dealt with many difficult situations during the first years of the school, and has managed to instil, in both staff and pupils, a sense of purpose and pride in the school.
- 53 One of the outstanding elements of the school's leadership is the collaborative manner in which teachers and support staff are lead and supported by the head teacher.

- 54 The aims of the school are explicit and successfully underpin all aspects of the life of the school; they are shared with both pupils and parents and are regularly reviewed by the very active governing body.
- 55 The school gives very good consideration to national priorities.
- 56 Realistic targets are set for pupils in line with WAG requirements, which have proved effective in raising overall standards across most subjects.
- 57 Governors fully understand their responsibilities and through regular link visits to specific classes, and discussions and reports by the head teacher, are extremely well positioned to help the school in its strategic planning.
- 58 There are clear and well thought out self-evaluation arrangements in place at the school. The governing body plays a very active and purposeful role in this process with members frequently visiting the school in both a supporting and monitoring capacity. Each governor has a specific link to a class, subject and teacher. Link governors regularly meet with co-ordinators, observe lessons and report to the governing body on progress within their areas of responsibility.
- 59 There is some variety in relation to the process of lesson observation at the school. In some subjects, teachers visit classes to review the quality of teaching, whilst in others their role has involved exchanging classes with another teacher. This is generally done to increase their knowledge and experience of the other key stage. Consequently, some teachers are not fully enabled to make a reliable evaluation of the quality of teaching within their subject across the school.
- 60 The school actively engages pupils, parents, governors and staff in the process of self-evaluation, and responds positively to suggestions and issues made by these stakeholders.
- 61 The School Improvement Plan (SIP) is a thorough and comprehensive document, which sets a clear direction for the school over the next three years.
- 62 As a result of the close link between the self-evaluation process and the SIP, the school can demonstrate that self-evaluation has led to measurable improvement.
- 63 Pupils benefit from a sufficient number of experienced teaching and support staff who have a wide range of qualifications and experience to deliver a broad, balanced and differentiated curriculum.
- 64 Administrative staff, caretaker, mid-day supervisors and canteen staff, all provide very effective support and a valuable contribution to the school.
- 65 The accommodation provides excellent facilities for teaching and learning. The building is clean and very well cared for. It has been sympathetically modernised and extended to a very high standard and is conducive to a wide range of learning activities. Very effective learning areas have been developed both inside and outside in order to develop the Foundation Phase. The school grounds are well maintained and provide plenty of scope for environmental education such as the Forest School Initiative.

- 66 The school and governing body ensure that the resources successfully match the priorities for development.
- 67 The school budget is managed efficiently. The school's spending decisions are well-linked to plans for further development. The very effective partnership between the governing body and head teacher ensures that resources are reviewed and monitored in accordance with the School Improvement Plan, in order to achieve the best possible outcomes for all pupils. The school ensures very good value for money.

Recommendations

68 The school needs to:-

- R1 continue to maintain and improve the current high standards and address the few shortcomings highlighted in the report, for example Welsh in key stage two;
- R2 improve the standard of pupils' key skills in ICT across the curriculum;
- R3 * improve pupils' bilingual skills; and
- R4 * further develop self-evaluation arrangements in order to make reliable evaluations on the quality of teaching in subject areas.

* Elements of the third and fourth recommendations have been identified in the school's development plan.

The governing body is responsible for amending its current development plan to incorporate action in response to the recommendations within 45 working days of receiving the report, showing what the school is going to do about the recommendations. This plan, or a summary of it, will be circulated to all parents at the school.

Standards

Key Question 1: How well do learners achieve?

Grade 2: Good features and no important shortcomings

- 69 The findings of the inspection team agree with the school's judgement in its self-evaluation report.
- 70 Standards of achievement in the subjects and areas of learning inspected are as follows:

Subjects	Key Stage 1	Key Stage 2
English	Grade 1	Grade 2
Welsh second language	Grade 2	Grade 3
Mathematics	Grade 2	Grade 1
Science	Grade 2	Grade 2
Information Technology	Grade 2	Grade 2
Design Technology	Grade 2	Grade 2
History	Grade 1	Grade 2
Geography	Grade 2	Grade 2
Art	Grade 1	Grade 1
Music	Grade 2	Grade 2
Physical Education	Grade 2	Grade 2
Religious Education	Grade 2	Grade 2

Seven areas of the foundation phase	Nursery	Reception
Personal and Social Development, Well-being and Cultural Development	Grade 1	Grade 1
Language, Literacy and Communication Skills	Grade 1	Grade 1
Mathematical Development	Grade 2	Grade 2
Welsh Language Development	Grade 2	Grade 2
Knowledge and understanding of the world	Grade 1	Grade 1
Physical development	Grade 2	Grade 2
Creative development	Grade 1	Grade 1

- 71 During the inspection, standards of achievement in the lessons inspected was as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
23%	75%	2%	0%	0%

- 72 These figures compare well with the national picture, published in Her Majesty's Chief Inspector of Education and Training in Wales' annual report 2006–2007 which states

that standards are good or better (grade 1 and 2) in 80% of lessons; and outstanding (grade 1) in 10% of lessons.

- 73 The overall quality of educational provision for the under-fives is appropriate to their needs and the children are making good progress towards the Foundation Phase.
- 74 Children under five make good progress in the development of their mathematical and ICT skills across the seven areas of learning. Their personal and social skills are excellent and children make very good progress in their knowledge and understanding of the world and English communication skills. Children's problem-solving and creative skills are also very good. Their bilingual skills are developing well and their knowledge of the 'Cwricwlwm Cymreig' is good.
- 75 Pupils in key stages 1 and 2 are making excellent progress in their personal, moral, social, cultural, creative and English communication skills. Their spiritual skills are good. They are also making good progress in their mathematical and problem-solving skills across all subjects of the curriculum. Pupils' knowledge of the 'Cwricwlwm Cymreig' is good, but their ICT skills across the curriculum are under-developed. Their ability to evaluate and improve their own learning and performance is good.
- 76 Pupils' bilingual competence is good at key stage one, but less developed at both key stages.
- 77 Pupils succeed well in attaining the targets set for them, whatever their ability and social or linguistic background. Pupils with SEN make good and consistent progress.
- 78 In key stage 1 in 2008, according to teacher assessment, 93% of pupils attained level 2 or higher in the core subjects of: English, mathematics and science at the end of the key stage (Wales 81%; Monmouthshire 86%). In 2007 the figure was 88.3% (Wales 80.1%; Monmouthshire 86%) and in 2006 the figure was 75.9% (Wales 81%; Monmouthshire 85%). The school's results for 2008 were significantly above the national and county figures. Over the last three years, girls have outperformed boys.
- 79 In key stage 2 in 2008, 86% of pupils at the school attained level 4 or higher, as determined by results of teacher assessments in the core subjects of: English, mathematics and science (Wales 76%; Monmouthshire 79%). In 2007 the figure was 85.2% (Wales 74%; Monmouthshire 79%) and in 2006 the figure was 82.4% (Wales 74.2%; Monmouthshire 76%). The school's results for 2008 were significantly above the county averages in English, mathematics and science. Over the last three years, girls have outperformed boys.
- 80 In comparison with similar schools in Wales over the last three years, in relation to the percentage of pupils who receive free school meals, the school's results in both key stages have ranged between the highest 25% and the lowest 25% but they have consistently been in line with the school's expectations and the targets set.
- 81 Pupils' behaviour, both during their lessons and also outside is very good. They socialise and play happily together, expressing strong bonds of friendship. The school functions well as a happy, supportive and orderly community where all pupils are valued equally. They have good motivation and almost without exception show

enthusiasm for their work. Pupils work productively and concentrate for extended periods, showing a strong element of self-discipline.

- 82 Pupils' standards of self-esteem, confidence and behaviour are good. These aspects reflect the outstanding quality of relationships between teachers and support staff. Pupils' relationships with the head teacher, teaching and support staff are mutually respectful and friendly. Pupils are courteous, polite and relate well to each other, to staff and to visitors.
- 83 In both key stages, pupils' ability to work independently is developing well. The vast majority can arrange their work, solve problems and make decisions for themselves. These aspects prepare them well for lifelong learning.
- 84 Pupils in both key stages know of equal opportunities issues, with each pupil successfully taking the opportunity to take part in different activities in their turn. They recognise and respect diversity and social and cultural traditions. They undertake responsibilities with eagerness and provide each other with good mutual support in all school and extra-curricular activities.
- 85 Attendance rates for the last three completed terms average 94.8%. Instances of unauthorised absence are minimal. The school figures are slightly below the attendance target set by the Welsh Assembly Government (WAG). However, monitoring of absence is efficient. The school complies with all WAG requirements with regard to attendance.
- 86 Registration is conducted efficiently and lessons start promptly. Punctuality at the start of the school day is satisfactory.
- 87 Pupils are fairly knowledgeable about the world of work and also make a valuable contribution to the local community by taking part in a range of activities and functions in the town.

The quality of education and training

Key Question 2: How effective are teaching, training and assessment?

Grade 2: Good features and no important shortcomings

88 The findings of the inspection team agree with the school's judgement in its self-evaluation report.

89 The quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
24%	72%	4%	0%	0%

90 The school easily meets the WAG target for 2010 in that the quality of teaching assessed by Estyn should be Grade 2 or better in 80% of lessons and is well above the national picture reported by HMCI in the Annual Report of 2006-07, where the quality of teaching in primary schools is at least Grade 2 in 80% of lessons with 14% having outstanding features.

91 All teachers plan lessons thoroughly, clearly identifying aspects such as the learning focus, key skills and the role of support staff. Lessons are carefully structured in order to plan, develop and reflect on the learning focus.

92 Where there are outstanding features, teachers:

- establish an excellent relationship with pupils which promotes a very good learning ethos;
- employ excellent questioning techniques which prompt pupils to think;
- make the learning enjoyable, exciting and stimulating;
- share learning objectives very effectively with pupils at the outset;
- collaborate very effectively with learning support assistants to support pupils;
- make very good use of resources to increase pupils' understanding; and
- encourage pupils to evaluate their own, and others', performances.

93 The teaching has many good features, seen throughout the school, where teachers:

- have a good knowledge of the subjects and phases they are teaching;
- establish a warm, friendly ethos;
- prepare a variety of interesting activities which are well differentiated to meet pupils' individual needs;
- encourage pupils to draw on previous learning;

- maintain an appropriately brisk pace throughout the lesson;
 - employ open questioning which encourages pupils to think and thereby develop a deeper understanding;
 - provide pupils with opportunities to experiment and try things out for themselves;
 - review with pupils what they have learned, making good use of innovative techniques such as *show me boards* and *traffic lights*;
 - make good use of incidental Welsh; and
 - ensure that resources are prepared carefully beforehand and used effectively.
- 94 In the very small percentage of lessons where the quality of teaching has some shortcomings:
- questioning tends to be closed and rather restrictive;
 - there is an over-emphasis on providing information at the expense of engaging and interacting with pupils in the learning process; and
 - the pace is too slow at times.
- 95 Teachers have high expectations of their pupils in terms of behaviour. Considerable emphasis is placed on the school's *Respecting Others* policy, which is based on positive reinforcement. Pupils play an active role in the process of ensuring good behaviour, such as in KS2 where they agree a class charter.
- 96 All pupils are treated equally, regardless of background, gender, race or disability. The concept of equal opportunities is given due prominence in a range of activities such as PSE and Circle Time.
- 97 Support staff make a valuable contribution to improving pupils' learning throughout the school. In the best practice, they encourage pupils to think and work problems out for themselves and compliment the work of the classroom teacher very effectively.
- 98 The use of incidental Welsh by teachers and support staff is a regular feature in all classes and a *Welsh Phrase of the Week* is successfully used to reinforce common patterns and vocabulary. All pupils with English as an additional language (EAL) receive sound additional support from the class teacher and support staff as appropriate.
- 99 In relation to formative assessment, very effective use is made of profiles in the Foundation Phase where all members of staff are empowered to make observations on sticky labels, which are then placed in the relevant section of the profile. A designated time each day is allotted for staff to collate and review their findings. In KS1 and KS2, the main vehicle for ongoing assessment is the use of focused marking alongside a range of assessment for learning strategies. All pupils' work is marked regularly, but teachers will also engage a number of pupils in extended dialogue, through the marking, on a rota basis.

- 100 In most classes, the learning focus is successfully shared with pupils at the outset and reviewed in the plenary session at the end. In some classes, pupils make particularly good use of the learning focus when assessing their own work and that of their peers. They also play an active role in formulating their own targets. In a few classes, however, the process is not as well embedded and pupils are not routinely involved in self-assessment or the setting of their own targets.
- 101 The school is successfully developing its use of assessment for learning (AfL) in the classroom and many teachers make very effective use of AfL strategies such as *traffic lights* and *think, pair, share*. In these classes, the strategies clearly encourage pupils to think and reflect on their learning, leading to a deeper understanding.
- 102 The school has adopted an effective entry profile in the Nursery in order to address the main priorities for pupils entering the school. The statutory baseline process is administered in the Reception Class as a baseline for the tracking system. A range of standardised assessment tests are used throughout the school to provide a summative assessment. At the end of each year, the school also reaches a national curriculum (NC) level through teacher assessment for each pupil in the school.
- 103 The school has an effective tracking system, which is used to monitor the progress of individuals and groups of pupils from the Reception through to the end of KS2. The standardised tests administered throughout the school are carefully analysed by the Senior Management Team and pupils are subsequently set group targets linked to national curriculum levels. Specific activities are identified to support these targets, which are linked to the performance management objectives of teachers.
- 104 Pupils with additional learning needs (ALN) are identified and well supported throughout the school. Lessons are differentiated to meet the range of ability in the class and, where necessary, appropriate targets are set in individual education plans (IEP). All pupil targets are carefully reviewed.
- 105 Whilst co-ordinators collect samples of pupils' work at each level to exemplify levels in their subjects, relatively little use appears to be made of them by teachers across the school. The school moderates levels at both school and cluster level, as part of the transition arrangements with King Henry VIII Comprehensive School (KHS).
- 106 Parents are kept well informed about their children's progress. They are sent *Termly Assessment Sheets*, which grade their children's progress in the subjects of the national curriculum and also in relation to aspects such as effort, behaviour and home learning. In the autumn term, these assessment sheets would cover the core subjects only but as the year progresses they include additional information.
- 107 Parents are formally invited to talk to teachers about their children's progress twice in the academic year. In the summer term parents are sent reports detailing progress and they are able to make a further appointment to speak to their child's teacher if required. This effectively supports the school's open-door policy. In the Foundation Phase, the reports are particularly innovative and easy for parents to read; whilst in the remainder of the school reports are detailed and informative. The school meets statutory requirements for reporting to parents.

Key Question 3: How well do the learning experiences meet the needs and interests of learners and the wider community?

Grade 1: Good with outstanding features

- 108 The findings of the inspection team agree with the school's judgement in its self-evaluation report.
- 109 The quality of the learning experiences offered, the partnerships with other providers and the promotion of sustainable development are all outstanding features of the school.
- 110 The school motto is: *to learn together and grow together*, and inspires pupils to become confident, secure, caring individuals who achieve personal success and develop a love of learning. This underpins all aspects of school life, including the planning of clear curriculum policies and useful schemes of work.
- 111 The school provides a rich and relevant curriculum which focuses on developing independent learners and enables them to achieve their true potential. Learning is based on first-hand and exciting experiences which are stimulating and meaningful and which fully engage pupils.
- 112 The overall quality of the educational provision for the under-fives is appropriate to their needs and children make good progress towards the Foundation Phase. Teachers provide challenging activities within a happy and safe, indoor and outdoor learning environment. The school is successfully preparing for the introduction of the Foundation Phase by extending and enhancing child-centred learning opportunities and embracing the outdoor learning environment.
- 113 Learning experiences for pupils in key stages one and two are carefully planned and structured to ensure balance, breadth, flexibility, coherence and progression, and conforms to the requirements of the appropriate National Curriculum.
- 114 The policies and schemes of work give clear guidance to the school's work. Staff members are in the process of updating the schemes of work, in order to include skills ladders which permeate the 2008 curriculum, and promote the link with the Foundation Phase.
- 115 The school ensures that all pupils receive maximum opportunities to develop their key skills of speaking, listening, reading, writing and application of number across the curriculum. Teachers' planning successfully identifies appropriate opportunities for pupils to apply these skills in a range of contexts. Regular opportunities are provided for them to develop thinking skills and solve problems as individuals, pairs or groups.
- 116 The school provides a carefully structured and good quality Personal and Social Education framework, which permeates the life of the school and provides pupils with many rich, learning experiences.
- 117 The experiences provided for developing pupils' creative skills, especially in relation to work in art, are of a very high standard. However, development of ICT skills are not

always planned strategically in order to extend and develop pupils' skills in this area of learning.

- 118 The school makes a positive effort to promote learners' bilingual skills. The introduction of a Welsh 'phrase of the week' is communicated to pupils and parents alike, bilingual signs and use of incidental Welsh by teachers, effectively raise the profile of Welsh within the school. However there is some inconsistency in the promotion of bilingualism across classes. The *Cwricwlwm Cymreig* is well-integrated into all schemes of work, and is promoted effectively in many subjects across the curriculum as well as in activities within the school and participation in local eisteddfodau. Pupils develop a sound awareness and knowledge of aspects of Welsh culture such as eminent artists and authors and an understanding of local history and geography.
- 119 The school's extra-curricular provision is particularly rich. This is an outstanding feature of the school's practice. Educational visits are undertaken to places of historical and cultural interest, and visitors come to the school to speak with the pupils. They include clerics, artists, animators, authors and drama companies. Pupils benefit greatly from educational visits to local places of worship, and further afield such as Bullace Hill and the Millennium Centre. A residential visit for pupils at the upper end of the school enhances their learning experiences. Members of staff help to run various clubs such as sports, music, drama and the Eco-club which are held after school. The involvement of parents and other volunteers in developing a wide range of extra-curricular activities is an outstanding feature of the provision, and appreciated by parents.
- 120 There are also outstanding features in the provision for pupils' moral, social and cultural development. These are well promoted through personal and social education lessons, and permeate through all activities within the school. Pupils identify their own good behaviour strategy and they are polite and helpful. Regular charitable fund-raising activities succeed in raising pupils' social awareness and they contribute generously to worthy causes such as the Dilbetigil school in Ethiopia. Circle-time sessions are used very effectively to discuss issues of concern and give pupils a voice in the way the school is run. This develops pupils' confidence and self-esteem.
- 121 The school provides a wide range of opportunities for pupils to take responsibility and develop an understanding of their role in the community. Examples include: working as peer-mentors, members of the Eco committee and School Council. There also exists a strong emphasis on developing pupils' awareness of life in a diverse and multi-faith society. Pupils' spiritual development is successfully enhanced by acts of collective worship. Whole school assemblies offer experiences in a wide range of themes, although opportunities are sometimes lost for quiet meditation and to reflect sufficiently on spiritual matters. Pupils' awareness of awe and wonder is apparent in many classroom activities based on historical and religious themes.
- 122 The curriculum is enriched by outstanding partnerships with parents who are particularly supportive and contribute fully to the life of the school. Very positive responses were received to the questionnaires circulated before the inspection. Regular *Friday Newsletters* ensure that parents are well-informed about activities and events. The Parents and Friends of the School Association is particularly industrious

in providing additional funding for the school. Many parents contribute on a voluntary basis within the classroom, on school visits, and in 'Kerbcraft', which is much appreciated by staff.

- 123 The school has an effective partnership with other primary schools and the local secondary school. Transfer procedures are thorough and ensure that pupils settle well in their first days at their new school. Teachers and Senior pupils from Henry VIII Secondary School contribute to sport, music and foreign language lessons at Cantref.
- 124 Members of the community also make a very important contribution to pupils' learning experiences and pupils in turn play their part in events such as the local carnival, food festival and eisteddfod as well as performing and entertaining locally. Students from a teacher training college also benefit from their link with the school. The pupils also benefit from their link with schools in France, Germany and Ethiopia.
- 125 The school's provision for work-related education is good with outstanding features. The school has worked closely with local businesses and the County Council. Pupils have access to a variety of experiences which give them an insight into the world of work. Their continuing involvement in the development of the school garden and the experiences and knowledge they gain from the expertise of particular members of staff and professionals is an outstanding feature. Selling their produce and managing the school tuck-shop are examples where pupils' entrepreneurial skills are promoted, which contribute significantly to their economic understanding, as well as developing their problem-solving and thinking skills, confidence and self-esteem.
- 126 Education for sustainable development and global citizenship are exceptionally well-promoted in virtually all areas of the curriculum. Every opportunity is taken to raise awareness of environmental and sustainable issues. The school has been awarded an Eco School status. An extensive range of initiatives and projects such as Fair Trade a Forest School programme, *Cantref Power Police* and a Healthy School scheme ensures that the school acts in a sustainable manner, promoted by a very effective Eco committee and the Eco after school club. This is an outstanding area of the school's provision.
- 127 From the Foundation Phase upwards, the school sets the foundation for the skills needed in the world of lifelong learning and leisure. From a very young age, pupils are encouraged to communicate effectively, work independently and with others, make decisions and live a healthy lifestyle. These outstanding features of the school help pupils to recognise their roles as effective citizens and help them realise that they can make a positive contribution to the community in which they live.

Key Question 4: How well are learners cared for, guided and supported?

Grade 1: Good with outstanding features
--

- 128 The findings of the inspection team agree with the school's judgement in its self-evaluation report.
- 129 The school provides outstanding care, support and guidance for pupils. The head teacher, teaching staff and support staff are extremely successful in creating a caring, secure and welcoming community where pupils feel happy and safe. The quality of

the working relationship between pupils and members of staff contributes significantly to enhancing pupils' self-esteem, confidence and positive behaviour. The mutual warmth and respect between staff and pupils are outstanding features and enable pupils to make sound progress in their academic, social, personal and emotional development.

- 130 A highly effective partnership has been established with parents and carers. The school actively seeks and takes account of their views, such as the issue of enhancing the provision for extra-curricular sporting activities. Parents were unanimous in their praise during the pre-inspection meeting, referring to how members of the school community work together. Evidence collated during the inspection period including the opportunities and initiatives the school has in place for the recruitment and deployment of helpers confirms that this is an outstanding feature.
- 131 Induction procedures for the youngest children in the nursery class are an outstanding feature. Strategies including home-visits and a phased entry system help ensure that children settle in very well, and are happy and secure in their work and play. Parents are encouraged to be fully involved in this process and a great deal of practical and helpful information is shared prior to, and during the children's settling-in period. New pupils who join other classes are well received and welcomed by both fellow pupils and staff. Arrangements for the transfer of pupils to secondary school are sound and ensure that Year 6 pupils look forward to entering King Henry VIII School with confidence.
- 132 The carefully structured and good quality Personal and Social Education framework, permeates the life of the school and provides pupils with many rich, learning experiences. Health and social-related topics, sex education and substance misuse are given suitable attention and the school makes very good use of specialist agencies, including health professionals, to help deliver these aspects of the programme. The provision also includes circle time, assemblies, the Mr Tufty and Kerbcraft Road Safety programmes as well as dealing with a range of topics within curricular areas. The school plans and manages care arrangements very effectively and this outstanding provision, helps nurture and develop pupils' levels of self-worth and self-esteem.
- 133 Cantref School Council is an excellent forum for the development of pupils' personal and social skills and provides many opportunities for pupils of different ages to work together and to contribute to the decision-making process within the school. Members of the school council feel valued and appreciate the opportunities they have of representing their peers. Councillors undertake their duties conscientiously; they feel the school listens to them and often acts upon their recommendations.
- 134 Very effective procedures are in place to monitor pupils' attendance, punctuality, behaviour and performance and the school responds quickly to any situation giving cause for concern. The school complies with all WAG guidelines for the registering of attendance. Well-established strategies are in place to encourage good attendance and punctuality.
- 135 The procedure for promoting good behaviour is an outstanding feature of the school's provision. The school's 'Golden Rules' are clear, relevant and fully understood by

pupils. The head teacher offers every member of staff regular training in behaviour management to ensure that positive behaviour and attitudes is promoted effectively amongst the pupils.

- 136 The quality of academic support and guidance, based on careful individual assessment is well established and very effective.
- 137 There are clear policies and appropriate arrangements to secure pupils' well-being when in the school's care. Risk assessments are undertaken before off-site activities, and every reasonable measure is taken to ensure staff and pupils work in a safe and secure environment. Pupils are well supervised at all times, and ancillary and support staff make a valuable contribution to pupils' welfare at break and lunch-times. Arrangements to undertake fire drills, respond to accidents and emergencies and deal with the administration of medicines are well established.
- 138 The school makes outstanding efforts to promote healthy eating and a healthy lifestyle. Pupils understand the benefits of eating healthily and exercising regularly. The school is now actively participating in the fourth phase of the Healthy Schools Programme and strategies for raising pupils' knowledge and understanding of issues relating to healthy eating are well established across the school. Pupils are offered healthy food options for their midday meal including a choice from the daily salad cart. A Healthy Eating Group has been formed in order to allow parents to have some input in the decision-making process relating to this area and this has resulted in initiatives such as the Healthy Lunch Box Day.
- 139 The school has effective measures in place to deal with appeals and complaints and to promote the protection of children. The head teacher has designated responsibility for child protection issues, and ensures that all adults in school are aware of the correct procedures and that training is regularly updated. Effective working partnerships have been established with social services and other external welfare agencies.
- 140 Provision for pupils with additional learning needs include some outstanding features and fully meets the requirements of the Code of Practice. Pupils' needs are identified early and procedures and support programmes ensure that all pupils with additional learning needs, including more able pupils, receive highly effective targeted support. The quality of the support offered by the school is an outstanding feature of its provision. Pupils benefit enormously from the productive teamwork of well-trained learning support assistants together with the support of the additional learning needs co-ordinator. Considerable emphasis is placed in training support staff and helpers, which includes the successful Precision Teaching and Spelling Mastery programmes.
- 141 The school's arrangements help pupils achieve the objectives set out in their individual educational plans. These plans are very useful documents that carefully measure pupils' progress and set clear achievable targets for improvement. The school works closely with pupils and parents to involve them in their individual learning programmes. Plans are reviewed at least twice a year and both parents and pupils are involved in the reviewing of support programmes. The school offers pupils with additional learning needs full access to all areas of the curriculum and are fully integrated into the life of the school.

- 142 There is an outstanding level of support for pupils whose behaviour could impede their own progress and that of others. The head teacher has instigated and developed a range of effective initiatives and strategies to deal appropriately with any such incidents. These are, however, rare as every member of staff is alert to the early signs of difficulties and are aware of the strategies involved in dealing with these.
- 143 The school functions very well as an inclusive, happy and supportive community where all pupils are valued equally. The quality of provision for equal opportunities is an outstanding feature. Respecting others, fairness and equal opportunity for all is firmly embedded in the school's ethos and pupils value and respect the contribution of others regardless of their background, ability, gender or race. The school ensures that all pupils have equal opportunities to participate in lessons and school activities, and stereotypical views are challenged rigorously. The range of information provided to parents, and schemes such as the peer mentoring initiatives are extremely effective and are outstanding features of the school's provision.
- 144 Pupils' understanding of diversity and the value of contributions made by others from a wide range of backgrounds and cultures is promoted through projects including links with Ethiopia, assemblies and initiatives such as 'World Week'. The school's Race Equality Policy and procedures for monitoring any incidence are in place. Assessing and monitoring the impact of the policy is addressed on an annual basis and the school recognises that results of the review need to be reported.
- 145 The school's ethos of inclusion is reflected in the efforts made to ensure that all reasonable measures have been undertaken to secure the equal treatment of disabled pupils and to welcome disabled visitors to the school. Documentation, including a Disability Equality Scheme and accessibility plans meet statutory requirements. These arrangements, together with the school action plan, demonstrate clearly how the school will continue to improve access to the curriculum, physical access and the provision of information for disabled persons.

Leadership and management

Key Question 5: How effective are leadership and strategic management?

Grade 1: Good with outstanding features.

- 146 The findings of the inspection team agree with the school's judgement in its self-evaluation report.
- 147 The grade for this question differs from that in key question 1 because there is evidence that the outstanding leadership of the head teacher and the introduction of new initiatives are both having a significant effect on the school's performance.
- 148 The quality of leadership in the school is outstanding. The head teacher and her senior management team have achieved a great deal since the new Cantref School opened its doors in 2005. Together with an inspirational governing body, the head teacher has effectively dealt with many difficult situations during the first years of the school, and has managed to instil, in both staff and pupils, a sense of purpose and pride in the school.
- 149 One of the outstanding elements of the school's leadership is the collaborative manner in which teachers and support staff is lead and supported by the head teacher.
- 150 The manner in which the head teacher and her senior management team encourages and supports the collaborative work of the teachers and support staff is an outstanding feature of the school.
- 151 The aims of the school are explicit and underpin all aspects of the life of the school; they are shared with both pupils and parents and are regularly reviewed by the very active governing body.
- 152 The school has a wide range of managerial and curricular policies of good quality, which meet all statutory legal requirements. These are monitored and reviewed on a regular basis.
- 153 Regular staff meetings are held to discuss managerial and curricular matters and to share information. The subject co-ordinators offer clear guidance to their fellow teachers.
- 154 The school gives very good consideration to national priorities. Since opening in 2005, the school has succeeded in gaining the Basic Skills Agency's Quality Mark and three leaves in the Health schools Initiative. It is also very proactive in developing pupils' awareness of global citizenship and diversity. The school is successfully working very closely with partners such as the local secondary school. Arrangements for implementing the requirements of workforce re-modelling are also in place and are operating effectively. This has lead to some very creative and enriching experiences for the pupils.

- 155 Realistic targets are set for pupils in line with WAG requirements, which have proved effective in raising overall standards across most subjects. A very detailed analysis of performance is undertaken regularly by the head teacher, staff, governors and LEA representative. Benchmark information is used to compare the school's performance with other similar schools.
- 156 Performance management systems are well established for teaching and support staff and are effective in identifying and meeting their developmental needs.
- 157 The proactive governing body makes an outstanding contribution to the success of the school. Governors are highly supportive of the head teacher, staff and pupils and are fully committed to the aims, objectives and vision of the school. Governors know the local community very well and appreciate and value the contribution the school makes to it.
- 158 Governors fully understand their responsibilities and through regular link visits to specific classes, and discussions and reports by the head teacher, are extremely well positioned to help the school in its strategic planning. The head teacher and governing body regularly discuss school matters, based on developing the curriculum and pupils' progress. This enables governors to have excellent insight into the quality of provision and standards.
- 159 The school fulfils its responsibilities regarding the teaching time requirement, and the prospectus and annual governors' report to parents meet the statutory requirements.

Key Question 6: How well do leaders and managers evaluate and improve quality and standards?

Grade 2: Good features and no important shortcomings

- 160 The findings of the inspection team agree with the school's judgement in its self-evaluation report.
- 161 The head teacher and governing body are very well informed about the school's strengths and weaknesses and use this information effectively to plan for further improvement.
- 162 There are clear and well thought out self-evaluation arrangements in place at the school. The governing body plays a very active and purposeful role in this process with members frequently visiting the school in both a supporting and monitoring capacity. Each governor has a specific link to a class, subject and teacher. Link governors regularly meet with co-ordinators, observe lessons and effectively report to the governing body on progress within their areas of responsibility.
- 163 Class teachers successfully monitor pupils' progress within their own classes, drawing on evidence from pupil tracking and other assessment information. Performance data is reviewed as a whole school and further discussed at governing body level. Consequently, both staff and members of the governing body can talk with relative confidence about the school's position in relation to benchmark information.

- 164 All subject co-ordinators successfully participate in self-evaluation through reviewing samples of pupils' work, scrutinising planning documentation and evaluating the quality and quantity of resources. They are always ready to provide their colleagues with advice and guidance and in some cases make very useful and informative presentations to governors on standards and quality in the subject. Most are well informed in relation to the strengths and weaknesses in their subjects.
- 165 There is some variety in relation to the process of lesson observation at the school. In some subjects, teachers visit classes to review the quality of teaching, whilst in others their role has involved exchanging classes with another teacher. This is generally done to increase their knowledge and experience of the other key stage. Consequently, some teachers are not fully enabled to make a reliable evaluation of the quality of teaching within some subjects across the school.
- 166 The school actively engages pupils, parents, governors and staff in the process of self-evaluation, and responds positively to suggestions and issues made by these stakeholders. The Parents in Partnership initiative is a useful and innovative opportunity for parents to discuss issues and share their views with the school. The School Council meets regularly to discuss their ideas and priorities for school improvement and their suggestions in relation to PPA enrichment afternoons have led to some re-organisation of that aspect.
- 167 Towards the end of the school year, a thorough review is conducted of the impact of the existing school improvement plan (SIP). This review successfully engages all members of staff and governing body and considers the outcomes from a range of activities such as analysis of performance data, lesson observation and the views of stakeholders.
- 168 Following the review, agreement is reached in relation to the priorities for the forthcoming year. All members of staff and the governing body play an effective role in these meetings. Consequently, when the head teacher drafts the SIP, it reflects the collective views and priorities of the whole school community.
- 169 The SIP is a thorough and comprehensive document, which sets a clear direction for the school over the next three years. It contains detailed information in relation to targets, success criteria, activities, responsibilities and costing for the forthcoming year and a brief outline of priorities to be pursued in subsequent years. Having set its priorities, the school decides which aspects are to be evaluated during the course of the year.
- 170 The school's self-evaluation report is a thorough and comprehensive document with a good range of evidence to support its findings. The report provides an accurate analysis of the school's strengths and weaknesses and its judgements match the findings of the inspection team in all seven key questions.
- 171 As a result of the close link between the self-evaluation process and the SIP, the school can demonstrate that since its foundation three years ago, self-evaluation has led to measurable improvement.

Key Question 7: How efficient are leaders and managers in using resources?

Grade 1 : Good with outstanding features

- 172 The findings of the inspection team agree with the school's judgement in its self-evaluation report. Outstanding features include the very efficient management structure and use of the school's resources, including all the staff which enriches pupils' experiences.
- 173 Pupils benefit from a sufficient number of experienced teaching and support staff who have a wide range of qualifications and experience to deliver a broad, balanced and differentiated curriculum. There is a good blend of mature experienced staff and younger staff who gel very effectively to give a strong supportive team ethos. They undertake their roles as curriculum leaders very effectively. The close partnership between teachers and an enthusiastic well-trained support staff is an outstanding feature of the school. They show a very sensitive appreciation of the needs of all pupils and make an outstanding contribution to teaching and learning.
- 174 Teachers and support staff are collaboratively involved in a wide range of training sessions, resulting in a very positive effect on their professional skills and their contribution to the overall provision.
- 175 Teachers and support staff have relevant job descriptions detailing their roles and responsibilities. They develop skills which impact across the whole school. They attend whole school training days and take an active role in the life of the school.
- 176 The school has successfully dealt with workforce remodelling, and has very efficient arrangements for giving teachers designated planning, preparation and assessment time. Arrangements ensure that very efficient use is made of teachers' time, while the expertise and experience of support staff and visitors to the school during these sessions, has a positive effect on pupils' standard of achievement.
- 177 Administrative staff, caretaker, mid-day supervisors and canteen staff, all provide very effective support and a valuable contribution to the school.
- 178 The accommodation provides excellent facilities for teaching and learning. The building is clean and very well cared for. It has been sympathetically modernised and extended to a very high standard and is conducive to a wide range of learning activities. Very effective learning areas have been developed both inside and outside in order to develop the Foundation Phase. The school grounds are well maintained and provide plenty of scope for environmental education such as the Forest School Initiative. The *polytunnel*, organic garden, sensory garden, pond area and web-cam bird box all help to enhance and enrich learning experiences for pupils. Extremely attractive displays around the school highlight pupils' work and celebrate their achievements.
- 179 The school and governing body are effective in ensuring that the resources match the priorities for development. A well resourced library is used by pupils to extend learning opportunities. The school is well supplied with ICT resources and central

resources are managed by co-ordinators. The interactive whiteboards are well used as a learning aid. The use made of resources is effective and ensures that pupils receive learning experiences of a high quality. The use made of resources in the Foundation Phase is an outstanding aspect of the provision.

- 180 The school makes excellent use of out-of-school resources. Visits are arranged to an outdoor centre and other places linked to the curriculum as well as the use made of human resources from within the community, which ensures that pupils receive a wide range of direct experiences of a high quality.
- 181 The school budget is managed efficiently. The school is adept at seeking additional funding from a wide range of sources. The school's spending decisions are well-linked to plans for further development. The very effective partnership between the governing body and head teacher ensures that resources are reviewed and monitored in accordance with the School Improvement Plan, in order to achieve the best possible outcomes for all pupils. The school ensures very good value for money.

Standards achieved in subjects and areas of learning

Under Fives

182 The overall quality of the educational provision for the under-fives is appropriate to their needs and children make good progress towards the Foundation Phase. The school has successfully prepared for the introduction of the Foundation Phase by extending and enhancing child-centred learning opportunities and embracing the outdoor learning environment. The part-time nursery and full-time reception class children are provided with challenging activities within a happy and safe, indoor and outdoor learning environment. The support staff play a pivotal role in helping the teachers provide a wealth of rich and practical learning experiences.

Grade 1: Good with outstanding features

Personal and social development, well-being and cultural diversity.

Nursery: Grade 1: Good with outstanding features

Reception: Grade 1: Good with outstanding features

Outstanding features

183 The nursery and reception children's behaviour and level of self-control are outstanding features. They develop close relationships with all practitioners and show an outstanding level of care and respect towards others. Examples were observed of children initiating support and help for their peers.

Good features

184 Nursery children concentrate for suitable periods, taking turns and sharing resources well. They display increasing independence and confidence when choosing their activities and are eager to find out and explore new learning experiences. Children participate well in small-group discussions and demonstrate a range of appropriate emotions during role-play activities. They are confident to socialise in small groups and as a whole class. Children are aware of the importance of personal hygiene and can comment on, and help prepare their healthy morning snacks. The majority of children can dress and undress independently for physical activities. Through listening to stories, such as 'Handa's Surprise' and discussing Bleddyn's adventures, children develop an increasing awareness of different cultures as well as those relating to the culture of Wales.

185 The reception children build on the skills already established and can sustain their concentration for lengthening periods of time. Children have a sound understanding of right and wrong and realise the importance of good manners. They wait their turn patiently, listen well to others and do not interrupt. Children take responsibility for personal hygiene and have an increasing understanding of the importance of exercising and eating healthily. Through various celebrations, such as Harvest Festival, St David's Day and activities based on the traditions and customs of other countries, such as Thailand, children further develop their knowledge and understanding of their own culture, as well as those relating to other cultures of the world. They have a developing understanding of caring for the environment, for example, growing a range of plants and caring for animals, including the class goldfish and stick insects.

Shortcomings

186 There are no important shortcomings.

Language, literacy and communication skills

Nursery: Grade 1: Good with outstanding features

Reception: Grade 1: Good with outstanding features

Outstanding features

187 Throughout the Foundation Phase, children communicate extremely effectively and the standard of their oral and listening skills are outstanding features.

Good features

188 All nursery children listen attentively to adults and to their peers and respond well to adults' questions. Children speak clearly and confidently when responding to a question, during role-play activities and when contributing to discussions. In role-play situations, children can adapt their language confidently. They can recall and sequence a familiar story. Children display an enthusiastic interest in books and enjoy their content. Children's basic writing skills are developing well and they enjoy using a range of materials to practise their mark making skills, such as in shaving foam and mud.

189 Children in the reception class talk confidently in both formal and informal situations. When participating in role-play situations, they talk very confidently, asking and answering questions enthusiastically. All children enjoy sharing books and readily express opinions. They can recall a range of traditional stories such as 'The Little Red Hen' and 'Jack and the Giant Beanstalk'. Children understand that pictures and print carry meaning and enjoy their experiences of contributing towards class storybooks and writing postcards and letters to George the giant. They succeed in recognising familiar words and use their phonic knowledge to read unfamiliar words. Children's basic writing skills are developing well.

Shortcomings

190 There are no important shortcomings.

Mathematical development

Nursery: Grade 2: Good features and no significant shortcomings

Reception: Grade 2: Good features and no significant shortcomings

Good features

191 Nursery children develop a good understanding of number. They can sort, match and count familiar objects, for example when counting autumn leaves. Children talk effectively with practitioners and confidently use the interactive whiteboard and apparatus to practise and develop their number skills. Children enjoy learning simple number rhymes and counting games. They can create and follow simple patterns according to colour, shape and size. Children are able to identify and describe features relating to a range of simple two-dimensional shapes. Through sand and water play, children develop a good understanding of mathematical vocabulary, such as heavy/light, big/small, more/less, full/empty.

192 All reception class children have an increasing understanding of number. They practise their mathematical skills confidently in practical, meaningful activities. During their measuring activities, children make very effective use of a range of mathematical vocabulary and terms. They willingly predict the height and length of various objects, including their own height and check their predictions using a range of non-standard measurements. Children can match dolls of different size and shape to the appropriate 'bed'. Their number skills are developing well and can confidently match simple numbers to symbols and sound. Children understand the concept of 'more than' and 'less than'. During their preparation of giant dominoes, children display confidence in solving practical problems. Children can differentiate between night and day and sequence daily routines confidently. They understand the purpose of money such as when playing in the Magic Bean shop.

Shortcomings

193 There are no important shortcomings

Welsh Language development

Nursery: Grade 2: Good features and no significant shortcomings

Reception: Grade 2: Good features and no significant shortcomings

Good Features

194 All nursery children make a good start to learning Welsh and respond enthusiastically and accurately to simple questions. Their understanding of simple Welsh words and phrases is developing well. Children listen to and can perform a few simple songs and rhymes. They respond well to daily greetings in Welsh and display cheerful responses to praise. Children begin to know their primary colours and basic numbers in Welsh and enjoy sharing simple Welsh books with staff.

195 The majority of the children in the reception class build well on this knowledge and extend their Welsh language skills. Their pronunciation is good and children use Welsh with increasing confidence. Children listen to and use the language regularly throughout the day such as, when discussing the weather or expressing their feelings. Their reading skills develop steadily as they practise the words and labels displayed around the classroom. Children understand and can respond to a range of commands including those used during their physical activities in the school's gym.

Shortcomings

196 In both classes, many children's ability to join in and perform a range of Welsh action songs and rhymes is limited.

Knowledge and understanding of the world

Nursery: Grade 1: Good with outstanding features

Reception : Grade 1: Good with outstanding features

Outstanding features

197 All children in the Foundation Phase make outstanding progress in their knowledge and understanding of the world. They show enthusiasm and curiosity about the world around them and participate successfully in a wide range of practical activities. The means in which children in both classes, investigate, explore and use their problem solving and decision-making skills to answer specific questions presented to them is outstanding.

Good features

- 198 In the nursery class, all children know that different animals belong to different habitats including the range of animals found in forests. Children are aware of the properties of some natural materials and can suggest the most suitable materials for constructing a hedgehog's nest. They are knowledgeable about differences between seasons and talk at length about the characteristics of autumn. Children have a developing awareness of the role of different workers, including the duties of Percy the park-keeper. Evidence shows that they have a clear understanding of their own growth since infancy. Children's information and communications technology skills are well-developed. They use the interactive whiteboard, and the 'mouse', with increasing confidence to complete a number of tasks such as to create a picture and drag objects on a screen.
- 199 The majority of reception class children have a growing awareness of past and present and most understand that modes of transport used in the past differ from those used today. They can discuss the weather and refer to the symbols associated with different weather conditions. Children can talk confidently about where they live and most can identify some of the differences between the countryside and the town of Abergavenny. They have a developing understanding of how to draw and represent features on a simple map. They have a sound awareness of how different materials have varying strengths and how some materials change when heated or cooled. Children's knowledge of the five senses is sound. Most can refer to and name different parts of a plant and are able to describe the conditions needed for their beans to grow into healthy plants. Children confidently discuss and decide what constitutes a healthy drink, as they prepare and sample a range of fruit cocktails. Children use simple directional language when playing with programmable toys.

Shortcomings

- 200 There are no important shortcomings.

Physical development

Nursery: Grade 2: Good features and no important shortcomings

Reception: Grade 2: Good features and no important shortcomings

Good features

- 201 The majority of nursery children enjoy exploring their outdoor learning environment and demonstrate that their climbing, jumping, walking, stretching and crouching skills are developing well. Most children have an increasing awareness of the need to warm up and cool down their bodies after participating in physical activities. Children show a good awareness of space in the school gym and when riding and steering bikes around the outdoor play area. All children confidently use large wheeled toys and display concern for other children when using them. They are aware of the difference between, galloping, marching, hopping and skipping. Children control their body movements well and move from one movement to another without any difficulty. They complete lacing cards, jigsaws and handle small tools, such as paintbrushes, crayons and modelling equipment with increasing dexterity.
- 202 All reception children move confidently with increasing control and co-ordination. They listen to instructions carefully, know that exercise is good for them and can start and stop games on command. Most children are able to begin putting movements together, changing body shapes, to create a simple sequence. During activities in

the outdoor construction area, children demonstrate a sound ability to pull, push, steer and control moveable toys. Their throwing and catching skills are developing well and children can successfully throw at a given target. Children use paintbrushes, handle small world toys and scissors with good control. Their weaving skills using ribbon and card are developing well. Children demonstrate appropriate control when using pencils and crayons to include detail in their work.

Shortcomings

203 There are no important shortcomings.

Creative development

Nursery: Grade 1: Good with outstanding features

Reception: Grade 1: Good with outstanding features

Outstanding features

204 All Children in both classes have an outstanding ability to think and perform imaginatively and creatively during their role-play experiences. Following their work in emulating the style of a range of artists, children in both classes succeed in producing outstanding pieces of work.

Good features

205 The majority of nursery children can confidently identify loud/quiet, slow/fast sounds in their music making and can name familiar instruments as well as instruments associated with other countries such as Indian bells. Children can confidently differentiate between shaking, tapping and scraping and most understand how to produce sounds from a range of instruments. They all sing in tune and with enthusiasm. Children enjoy working with a variety of colours and materials to produce a wide range of good quality pictures, models and collages.

206 All reception children continue to develop their skills well and progress with their artwork, mixing colours and using a wide range of materials such as fabric and clay. Their cutting, moulding and sticking skills develop effectively as they safely use a wide range of media and tools to produce both 2D and 3D pieces of work. Children use drawing programmes confidently when creating pictures on the computer. Their observational skills are developing well as they produce individual drawings of their favourite teddy. Children can perform a range of songs, with clear diction and appropriate actions including signing. They respond well when listening to different rhythms and understand that different sounds convey different feelings. They can play a wide range of instruments including instruments associated with other cultures, such as African drums.

Shortcomings

207 There are no important shortcomings.

English

Key Stage 1: Grade 1 : Good with outstanding features

Key Stage 2: Grade 2 : Good features and no important shortcomings

Outstanding features

- 208 In key stage one, many pupils' listening and speaking skills are outstanding. They listen attentively to their teacher and fellow pupils and memorise what they have heard, particularly well. They speak about experiences, ideas and impressions.
- 209 Many pupils are becoming confident readers at an early age. They recognise sounds and blends and develop their word recognition confidently. Most pupils show an ability to read with growing fluency and expression, adapting their tone and voice where there are quotation marks. Many show an outstanding awareness of the relevance of the various parts of a book, using appropriate vocabulary such as author, illustrator, publisher, fiction, non-fiction and dictionary.
- 210 Most pupils' spelling skills are very well developed, showing a desire to become confident writers, developing a neat, joined up handwriting. Many write very effective poems and well punctuated extended sentences.

Good features

- 211 Most pupils' speaking skills are good in key stage two. Pupils readily offer original comments and their own opinions on the topic in question. Most converse confidently in pairs and in groups using a wide vocabulary.
- 212 Most pupils' reading skills are good across the key stage with individuals attaining high standards. The majority read books from a range of authors with intonation and expression when reading aloud. They can discuss the characters intelligently, and name a number of authors and favourite books. Many know how to locate a book on a particular subject in the library and how to use contents, index and glossary. Many pupils use dictionaries and thesauri with confidence.
- 213 The majority of pupils write a broad range of styles for different audiences including stories, diaries, reports, letters and play scripts. They have a strong grasp of the features of the different forms of writing. At the beginning of key stage two, many successfully change prose into play script. Many older pupils add suitable adjectives to character-descriptions and adverbs to qualify verbs.
- 214 When writing a newspaper report, many pupils consider the setting and follow set guidelines in order to grab the reader's attention. They know how to apply newspaper terminology like headings and sub-headings. Using effective ICT skills, most pupils write interesting newspaper reports following their study of Macbeth.
- 215 Many pupils write effective poetry, making good use of similes and metaphors.
- 216 The majority of pupils write neatly in joined-up handwriting and the presentation of the work is good.

Shortcomings

- 217 There are no important shortcomings.

Welsh second language

Key Stage 1 : Grade 2: Good features and no important shortcomings

Key Stage 2 : Grade 3: Good features outweigh shortcomings

Good features

- 218 Most pupils in both key stages respond well to incidental Welsh used throughout the day and across all areas of the curriculum. Overall, most pupils have a positive attitude towards learning Welsh and are eager to practise their knowledge with Welsh-speaking visitors.
- 219 Most pupils across the school exhibit the ability to listen attentively and purposefully to teachers' presentations and to the contributions of other pupils. They respond appropriately to teachers' commands and questions and show a good understanding of basic and familiar phrases.
- 220 In key stage one, the majority of pupils' speak with increasing accuracy and intonation. They can describe different types of weather and express their likes and dislikes when discussing different kinds of food.
- 221 All pupils participate enthusiastically in imaginative play situations, such as when attending Doli Glwt's birthday party. They succeed in using appropriate vocabulary, phrases and sentences using correct pronunciation. They understand and follow instructions well, for example when playing a range of games.
- 222 Most pupils can read simple phrases, commands and questions with appropriate intonation. They write short sentences in response to a variety of stimuli and can identify and label pictures correctly, such as rooms in their homes.
- 223 In key stage two, most pupils respond to questions using simple sentence patterns. They can discuss familiar contexts using a range of language patterns, including the past tense.
- 224 The majority of pupils read their work accurately and with good expression. Their vocabulary and sentence structures are enhanced by reading a variety of text including information displayed on the Urdd website.
- 225 Many pupils write in a range of styles including dialogues, factual pieces and reviews. They use information acquired on specific Welsh personalities, such as Kathryn Jenkins and Gavin Henson, to write brief descriptive passages. Pupils use new vocabulary in sentence patterns learnt previously, and use conjunctions to extend their sentences.

Shortcomings

- 226 In key stage two, many pupils' ability to role-play and to express themselves in range of practical situations is limited.
- 227 Pupils' ability to develop their self-confidence in Welsh is not consistently practised across key stage two.

- 228 While showing some progression, many pupils' reading skills are under-developed, particularly in key stage two.

Mathematics

Key stage 1: Grade 2: Good features and no important shortcomings

Key stage 2: Grade 1: Good with outstanding features

Outstanding features

- 229 Many pupils at the upper end of key stage two show an outstanding understanding of number. They can employ many different strategies in order to work through a mathematical task. Many understand complex mathematical concepts, and systematically apply them across the curriculum. The majority understand the properties of two and three dimensional shapes and can question each other effectively about their characteristics.
- 230 Most pupils' thinking skills in mathematics are developing very well.

Good features

- 231 Many pupils in both key stages enjoy using mathematics and can discuss their work confidently using the correct mathematical vocabulary.
- 232 Most younger key stage one pupils can name basic two dimensional shapes and discuss their properties.
- 233 Most can confidently count in tens to one hundred and also back in tens to zero. They understand basic fractions and the relationship between doubling and halving. Many can use a variety of techniques in order to work out a half of a large number.
- 234 The majority of pupils at lower key stage two understand that there are a variety of ways of representing data: for example, tally marks, graphs and diagrams. They are also beginning to understand the meaning of scale in their graph work.
- 235 At the upper end of key stage two, many pupils are confidently able to manipulate fractions, converting improper fractions to mixed number fractions. The majority can use their basic understanding of angles in order to work out complex geometric tasks, and confidently describe the meaning of symmetry, identifying lines of symmetry in different shapes. They can also work out the perimeter and area of complex shapes. Many have a clear understanding of probability and can describe the chances of something occurring.

Shortcomings

- 236 There are no important shortcomings.

Science

Key Stage 1: Grade 2: Good features and no important shortcomings

Key Stage 2: Grade 2: Good features and no important shortcomings

Good features

- 237 Many key stage one pupils are confident to discuss their emerging ideas with a partner. Their observation skills are progressing well and they sort, classify and test at an appropriate level. Through participating in simple investigations they develop a growing understanding of the basic principles of a fair test.
- 238 At this stage, most pupils can suggest things that use electricity and successfully draw on previous knowledge when exploring how to create simple electrical circuits from a collection of wires, clips, batteries and bulbs.
- 239 Scrutiny of previous work indicates that most key stage one pupils are making good progress in topics across the programmes of study. They understand the importance of a healthy diet and can sort foods into categories such as those that are healthy and those that are not. Most pupils have a particularly good knowledge of trees and plants, greatly aided by their enthusiastic involvement in the Forest Schools Initiative.
- 240 In key stage two, many pupils undertake a range of scientific investigations, starting from the baseline of what they already know and working towards an understanding of things they would wish to know. They classify, group, sort and predict with growing confidence and, where appropriate, research for additional information on the Internet.
- 241 Throughout key stage two, most pupils generally have a good understanding of the range of scientific topics studied, such as healthy eating, insulation, the solar system, light and shadow. They distinguish between objects that are man-made and those that are natural and explain the distinction between opaque, translucent and transparent, drawing on the appropriate vocabulary.
- 242 Many older pupils have a good recall of previous work. They can suggest four and five link food chains and understand the interdependence between the links. They describe the characteristics of omnivores, carnivores and herbivores and refer, correctly, to the parts of a flower and their functions.
- 243 By the end of key stage two, the majority of pupils record their experiments and findings very effectively, making good use of graphs, diagrams and tables as appropriate. They provide well-reasoned conclusions following their investigations and summarise clearly what they have learned, such as that a greater surface area increases the effectiveness of a parachute.

Shortcomings

- 244 There are no important shortcomings.

Information technology

Key stage 1: Grade 2: Good features and no important shortcomings

Key stage 2: Grade 2: Good features and no important shortcomings

Good features

- 245 Most pupils at both key stages can use the computer confidently in order to complete various tasks. The majority can log on and off successfully and save their work electronically.
- 246 The competence of all pupils at using the mouse and the keyboard are developing at an appropriate rate.
- 247 The majority of pupils at key stage one, are able to describe how they can programme an electronic device so that it follows a specific route on a set of plastic cards. They understand that they need to break down the commands into simple steps in order to succeed.
- 248 All pupils can use painting packages to make graphic representations of various objects, for example a skeleton on a black background.
- 249 Most are able to confidently use basic word processing packages and edit their work accordingly.
- 250 Most pupils at key stage two generally have a sound ICT vocabulary. They can confidently describe their actions when involved on a specific task. Most are able to retrieve previous work in a variety of ways. All older pupils are able to access their personal file without adult help. Most are able to use formulae successfully when working on a spreadsheet.
- 251 Many older pupils are confident in using camcorders with their computers in order to produce some interesting animations.
- 252 Most pupils are well-aware of the advantages of using the internet in order to gain information on a variety of topics. Most are also well-aware of the possible dangers involved in the use of the internet.

Shortcomings

- 253 Pupils' skills in sending and receiving e-mail messages are under-developed.

Design technology

Key Stage 1: Grade 2: Good features and no important shortcomings

Key Stage 2: Grade 2: Good with outstanding features

Good features

- 254 In key stage one, most pupils are familiar with the process of sharing their emerging ideas with a partner and produce simple design drawings of an appropriate standard. Most pupils at this stage show increasing independence when selecting, sharing and using equipment and resources, such as when experimenting with suitable materials for threading.

- 255 Most pupils make a range of products of a good standard, such as simple puppets, bead necklaces and African houses inspired by a class book. The finished product is generally of a good quality.
- 256 Most key stage one pupils talk about their ideas and why they chose certain materials or patterns. They can identify aspects that were difficult to resolve and how they overcame the problem. In building playground equipment from construction kits, they show an increasing ability to evaluate their work and suggest possible improvements.
- 257 In key stage two, the majority of pupils often research into the products they intend to build, taking the requirements of the task or challenge into account. They search for significant features at this stage, such as when they examine how stories are represented in textiles. Pupils make outline designs which they generally label with important details. Following discussion with other pupils or the class teacher they will sometimes amend or add to their original design.
- 258 Most older pupils make use of a range of equipment when building models such as catamarans. When using a hot air gun and cutting tools, most show reasonably good control. They use motors, lights, sensors and switches when creating model robots and make very good use of ICT to programme these robots to move. With the aid of an artist and an animator, pupils produce innovative work for a real purpose, such as when they produce good quality fabric collages as background to the film *Welcome to Wales*.
- 259 Most pupils talk with confidence about the process of making, and critically evaluate the quality of their finished product. In doing so, they consider its fitness for purpose and quality in comparison to other pupils' work, a previous model or the real thing.

Shortcomings

- 260 In key stage two, many pupils' ability to build measurements into their plans are under-developed. They occasionally find that they have to re-cut or sand pieces of wood to make them fit.

History

Key Stage 1 - Grade 1: Good with outstanding features

Key Stage 2 - Grade 2: Good features and no important shortcomings

Outstanding features

- 261 In key stage one, most pupils' ability to create interesting and probing questions is an outstanding aspect of their work. Their ability to convey their knowledge and understanding of the past through a variety of methods, including role-play situations, is particularly effective.

Good features

- 262 Across both key stages, the majority of pupils make very good use of a range of evidence, such as visits to places of historical interest, photographs, artefacts and oral evidence to develop their awareness of life in times gone by.

- 263 In key stage one, most pupils make effective use of time lines and chronological vocabulary when talking and writing about events in the past.
- 264 During their study of the life and work of Florence Nightingale, all pupils have a sound understanding of her work and the conditions endured by patients during the Crimean War.
- 265 Following their study of toys, most pupils can talk about how toys of today differ from the toys their parents and grandparents played with.
- 266 In key stage two, most pupils' knowledge and understanding of Abergavenny's local history, including its historical buildings are particularly well developed.
- 267 The majority of pupils have a sound knowledge of the Romans' visit to Britain and can discuss the life of Boudicca and the work of archaeologists. During their role as time detectives, pupils succeed in collating and presenting information on the Roman settlement of Abergavenny, known as Gobanium.
- 268 Most pupils can identify Tudor kings and queens can refer to certain aspects of Tudor Life. Their knowledge and understanding of Tudor times is enhanced following their visit to Bullace Hill Living History Museum.
- 269 Many pupils can discuss child labour, types of work, and the hardships and grim conditions endured by young children in the pits during the Victorian era. They have a good understanding of the importance of different sources of evidence to the historian.
- 270 Most older pupils have a sound awareness of certain aspects relating to the First World War, such as life in the trenches. They can identify some of the main events of the war and talk in detail about the life of both soldiers and civilians during that period.

Shortcomings

- 271 There are no important shortcomings.

Geography

Key Stage 1 - Grade 2: Good features and no important shortcomings

Key Stage 2 - Grade 2: Good features and no important shortcomings

Good features

- 272 Most pupils in key stage one know their area well and they use their observational skills to identify and label the features which they see en route from their home to school. They use appropriate geographical vocabulary to convey information and express their opinions.
- 273 When focusing on a particular country in the news, such as China, the majority of pupils express an increasing factual knowledge about places, food and way of life.
- 274 Many pupils demonstrate a growing understanding of the relationship between people and the environment on the African continent. They are good at recalling,

comparing and contrasting life for Kabo in Botswana with life in Abergavenny. They have a well-developed knowledge of why their local park differs from the National Park in Botswana. They confidently sort photos and share ideas to describe why the park has these features. They are developing their mapping skills well and using a key to present information.

- 275 During key stage two most pupils extend their use of geographical vocabulary well. Lower key stage pupils show a good understanding of directions, can confidently interpret maps and locate landmarks on a map of the town. By looking at aerial maps they can confidently compare how the local environment has changed from past to present.
- 276 Upper key stage two pupils develop their geographical enquiry skills well and give their views regarding a proposed pedestrian development in the town. They are aware that there are different points of view and they confidently draw conclusions in a graphical form.
- 277 Pupils use their investigating skills well to find out about a contrasting locality such as Chembakolli in India. They use ICT, maps, books and brochures to find information about homes, climate and other characteristics that give the area its character.
- 278 During a visit to Cardiff Bay, pupils successfully observed the types of buildings and described the natural and human features effectively. Pupils are very aware of their responsibilities as a global citizen. They confidently follow a clearly defined route of enquiry in response to key questions such as 'What is it like', in areas of the world where there is shortage of water and what they can do as individuals in response to global issues such as Fairtrade. They know, through a community link project, about the culture and poverty affecting Yirgacheffe in Ethiopia, and respond in a practical manner.

Shortcomings

- 279 Pupils' knowledge about aspects of the geography of Wales is under-developed.

Art

Key Stage 1 - Grade 1: Good with outstanding features

Key Stage 2 - Grade 1: Good with outstanding features

Outstanding features

- 280 In both key stages, pupils' are able to make excellent artistic creations which are displayed attractively across the whole school. These testify the range of different techniques pupils have mastered and the various skills and media utilised to produce these excellent pieces of work. Pupils' standards of work reflect the enrichment provided when regularly working alongside local artists. An outstanding feature is the confident manner in which pupils respond to art. They enjoy their art experiences and can recall what they have done in previous art lessons with accuracy and enormous enthusiasm.

Good features

- 281 In key stage one, pupils use their sketchbooks confidently to plan and modify their work and to show how their ideas evolve.
- 282 Most pupils develop a good understanding of colour, shape and form through working in salt dough to create three-dimensional food shapes.
- 283 The majority of pupils understand the difference between primary and secondary colours and demonstrate that adding small amounts of colour can vary tone and shade. They use chalks, pastels and watercolours to produce very effective backgrounds for their silhouette shapes.
- 284 In key stage two, most pupils' observational drawings based on the theme 'fruit', self-portraits and portrait compositions, illustrate their ability to use a variety of techniques to produce individual pieces of work of a high quality.
- 285 Following their study of various wall hangings from different periods in history, most pupils succeed in using and applying their knowledge and understanding effectively to recreate scenes from the Hindu story of Rama and Sita. The majority confidently use fabric paints and their marbling and batiq dyeing skills to create intricate and colourful patterns.
- 286 Many pupils use the correct terminology when discussing and evaluating work. They can emulate the style of various landscape artists, mixing an extensive range of colours to create the required effect. Their knowledge of the work of various landscape artists, including several Welsh artists, such as Kyffin Williams, is very well developed.
- 287 Recently, many pupils successfully worked with an artist to produce a textile banner entitled 'Dreamscape'. The theme inspired work of a very high standard and is currently on display in Nevill Hall Hospital. Activities during 'Creative Week' provide rich and memorable experiences for pupils.

Shortcomings

- 288 There are no important shortcomings.

Music

Key stage 1: Grade 2: Good features and no important shortcomings
Key stage 2: Grade 2: Good features and no important shortcomings

Good features

- 289 Throughout the school, most pupils are able to sing a range of songs in tune and with feeling, both in English and in Welsh. They are able to sing simple songs confidently in round, keeping to their part.
- 290 Most pupils in both key stages have a sound musical vocabulary for their relative age and ability. Most can describe what they hear in a piece of music.

- 291 The majority of pupils at key stage one are aware of the sounds that different instruments make when played. They understand the meaning of rhythm and can clap or walk appropriately to a given rhythm. They are able to write simple words for a song given a simple rhythm, and perform it in turn to their peers. They are also able to appreciate the music of others.
- 292 Most pupils at key stage two are able to play a tuned instrument to an appropriate standard. Many take instrumental lessons at school. All pupils are invited to join the school orchestra, which is successful in performing appropriate musical pieces.
- 293 Many lower key stage two pupils are able to compose and perform music in order to depict a story. They can select an appropriate instrument in order to convey parts of the story. Most are able to appreciate the music of other 'composers' both from within the school and also from Wales and beyond.
- 294 Throughout the school, pupils have a sound awareness of music from different cultures. Older pupils recognise and can describe many percussion instruments, including African drums, and can explain what is meant by the *djun djun* cyclic patterns. Most pupils are able to compose simple music in a cyclic style.
- 295 Pupils' musical vocabulary is developing appropriately.
- 296 All pupils exhibit good standards in performing when taking advantage of the opportunity to take part in musical activities including the school choir and other annual musical experiences.

Shortcomings

- 297 The ability of younger pupils to record their simple compositions is under-developed.

Physical education

Key Stage 1: Grade 2: Good features and no important shortcomings

Key Stage 2: Grade 2: Good with outstanding features

Good features

- 298 In both key stages, all pupils are aware of the importance of changing and dressing appropriately for physical education. They understand the importance and are familiar with the routine of preparing and warming up for activity and all display an increasing understanding of safe procedures in physical education. They also show increasing independence and responsibility when carrying and storing resources and equipment.
- 299 Many key stage one pupils can confidently elaborate on how they feel during and after warm-up. Most show good standards of creativity and control when performing travelling movements and good quality sequences appropriate to their age and development.
- 300 By the end of key stage one, many pupils successfully review their own performance and that of others with increasing confidence. They offer sensible suggestions as to why they would identify certain pupils' movements as examples of good practice.

- 301 During travelling movements, most lower key stage two pupils are able to move around fluently, varying speed and action well in response to instructions from the teacher. Most show good control when performing high, medium and low speed methods of travelling within a confined space. Some pupils are very confident at demonstrating their movements or performances to other pupils and show considerable skill and balance in their sequences.
- 302 Many key stage two pupils display good swimming standards and eagerness to make further progress. Pupils' enthusiasm and competence in this aspect can also be seen in the school's commitment and performance in a recent *Swimathon* for charity and their success in the Area Swimming Gala.
- 303 In gymnastic activities, older key stage two pupils successfully work collaboratively to plan various symmetrical and asymmetrical balances. The standard of some of the finished balances show great fluency, form and creativity.
- 304 Most pupils participate in a good range of games and other activities including football, rugby, cricket, lacrosse, netball, dance, cross-country and athletics. Pupils have achieved considerable success in tennis and swimming competitions in recent years.
- 305 Many older pupils exhibit good standards of competence in various outdoor activities such as orienteering and canoeing following a visit to Talybont Outdoor Education Centre. Many successfully exhibit a range of mountain walking, problem solving and team-building exercises and successfully develop new skills and understanding in this aspect.

Shortcomings

- 306 Key stage two pupils' ability to evaluate their own and other pupils' performances sufficiently is under-developed.

Religious education

Key stage 1: Grade 2: Good features and no important shortcomings

Key stage 2: Grade 2: Good features and no important shortcomings

Good features

- 307 In key stage one, most pupils have a very good knowledge of the symbolism and beliefs associated with Hanukkah, the Jewish festival of light. They communicate confidently with their peers and offer an opinion about the importance of the religious artefacts. Pupils' high level of understanding is exhibited in role-play experiences designed to appreciate how the festival is enjoyed.
- 308 Most are able to compare and identify some similarities and differences between how religious festivals are celebrated and know that the Torah is important to the Jew, just as the Bible was important to Mary Jones and to Christians.
- 309 Many pupils know the purpose of prayer and can offer a range of ideas on the things they are thankful for. Some pupils can successfully compose a prayer of thanks independently.

- 310 The majority of pupils have a good knowledge of local places of worship, such as the Church and Baptist Chapel. Key stage two pupils know about Christian confirmation and the Jewish Bar Mizvah.
- 311 Most key stage two pupils use their learning and thinking skills effectively to consider important questions about Jesus as a teacher and a leader. They consider which of his teachings were the most important in their opinions. They know that the story of the Good Samaritan is an example of a parable.
- 312 Pupils develop their ideas about symbolism in the Hindu religion through their understanding of the story of Rama and Sita.
- 313 Many pupils use their thinking skills well when they look at creation stories and explain how they perceive how the world began.
- 314 Most pupils recognise the importance of religious beliefs in shaping the identity of Buddhist communities. After considering the Buddhist promises and rules for living, the pupils sympathetically consider and confidently record which rules would help them to work and play together. By investigating the work of Christian Aid, in helping to stop poverty on a global scale, they express their own responses to the issues which are raised and consider how they can help and care for others.
- 315 Many older key stage two pupils have a very secure understanding of the key beliefs of the Muslim faith and respond in a mature manner to the life and influence of Muhammed. They are aware of ways people's lifestyles are affected by their religious beliefs.
- 316 Most pupils understand the contribution of key figures such as William Morgan, Griffith Jones, Elizabeth Fry, William Booth and Terry Waite in setting good examples for others to follow.

Shortcomings

- 317 There are no important shortcomings.


School's response to the inspection

The head teacher, staff and governors of Cantref Primary School welcome the ESTYN report following the inspection undertaken in November 2008. The report, which supports the school's own self-evaluation, acknowledges the strengths and outstanding features of the school. We are pleased that the inspection team found that the quality of teaching and standards of achievement are above the Welsh Assembly Government all-Wales targets.

We are delighted with the many references to the collaborative manner in which teachers and support staff contribute to the welfare of pupils and their progress in school. The involvement of governors and parents was also recognised, together with the quality of the learning environment and the richness of extra-curricular activities.

We would like to thank the inspection team for the professional, thorough and personable way in which they carried out their duties. In particular we appreciated the courteous manner displayed by the team, which encouraged all staff to give of their best during the inspection. We feel that the inspection report is a very accurate reflection of Cantref Primary School.

The Post Inspection Plan will be incorporated into the School improvement Plan 2008-9 and a summary sent to parents. The Governors' Annual Report to Parents will report on progress made in meeting the recommendations of the report.



Appendix 1

Basic information about the school

Name of school	Cantref Primary
School type	Community
Age-range of pupils	3 – 11 years
Address of school	Harold Road, Abergavenny, Monmouthshire,
Postcode	NP7 7DG
Telephone number	01873 854697

Headteacher	Mrs Cathi Bolster
Date of appointment	January 1 st 2005
Chair of governors/ Appropriate authority	Mrs Justine Wheatley
Registered inspector	Mr Huw Watkins
Dates of inspection	November 26 th – 28 th 2008.

Appendix 2

School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	12	30	32	30	29	28	29	46	236

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	9	3	10.5

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	25:1
Pupil: adult (fte) ratio in nursery classes	8:1
Pupil: adult (fte) ratio in special classes	N/A
Average class size, excluding nursery and special classes	25
Teacher (fte): class ratio	25:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Autumn 2007	74	95.4	94.9
Spring 2008	94.9	94.5	94.3
Summer 2008	100	94.7	95.2

Percentage of pupils entitled to free school meals	5%
Number of pupils excluded during 12 months prior to inspection	1

Appendix 3

National Curriculum Assessment Results End of key stage 1:

National Curriculum Assessment KS1 Results 2008			Number of pupils in Y2:		29		
Percentage of pupils at each level							
			D	W	1	2	3
English:	Teacher assessment	School	0.0	0.0	3.4	62.1	34.5
		National	0.2	3.5	13.8	63.0	19.4
En: reading	Teacher assessment	School	0.0	0.0	3.4	62.1	34.5
		National	0.2	4.1	14.9	55.2	25.5
En: writing	Teacher assessment	School	0.0	0.0	3.4	79.3	17.2
		National	0.2	4.8	15.9	67.8	11.3
En: speaking and listening	Teacher assessment	School	0.0	0.0	6.9	48.3	44.8
		National	0.2	2.4	10.7	62.8	23.8
Mathematics	Teacher assessment	School	0.0	0.0	6.9	55.2	37.9
		National	0.2	2.0	10.9	65.2	21.6
Science	Teacher assessment	School	0.0	0.0	6.9	41.4	51.7
		National	1.2	1.7	9.4	66.2	22.4

Percentage of pupils attaining at least level 2 in mathematics, science, and English by teacher assessment			
In the school	93.0	In Wales	81.0

National Curriculum Assessment Results End of key stage 2:

National Curriculum Assessment KS2 Results 2008			Number of pupils in Y6		43						
Percentage of pupils at each level											
			D	A	F	W	1	2	3	4	5
English	Teacher assessment	School	0.0	0.0	0.0	0.0	0.0	0.0	14.0	44.2	41.9
		National	0.1	0.2	0.0	0.5	0.6	3.1	15.6	51.3	28.5
Mathematics	Teacher assessment	School	0.0	0.0	0.0	0.0	0.0	0.0	9.3	60.5	30.2
		National	0.1	0.2	0.0	0.5	0.6	2.7	14.7	51.4	29.9
Science	Teacher assessment	School	0.0	0.0	0.0	0.0	0.0	0.0	4.7	55.8	39.5
		National	0.1	0.2	0.0	0.5	0.6	2.7	15.9	51.2	28.7

Percentage of pupils attaining at least level 4 in mathematics, science, and English by teacher assessment			
In the school	86.0	In Wales	75.0

- D Pupils who are exempted under statutory arrangements from part or all of the National Curriculum
A Pupils who have failed to register a level because of absence
F Pupils who have failed to register a level for reasons other than absence
W Pupils who are working towards level 1

Appendix 4

Evidence base of the inspection

Six inspectors spent a total of 17 inspector days in the school. A team meeting was held prior to the inspection.

The head teacher was the Nominee.

Inspectors visited:

- 50 lessons or part lessons;
- all classes;
- acts of collective worship; and
- a range of extra-curricular activities.

Members of the inspection team had meetings with:

- staff, governors and parents before the inspection;
- senior managers, teachers, other members of staff and groups of pupils during the inspection; and
- officers of the LEA and members of the community.

The team also considered:

- the school's self evaluation report;
- 48 responses to the parents'/carers' questionnaires;
- a report by the LEA;
- a comprehensive range of documentation provided by the school before and during the inspection; and
- a range of pupils' work.

The inspection team also held post inspection meetings with the head teacher, staff and governors

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Huw Watkins Reporting Inspector	Context, Summary, Recommendations, Appendices, Key Questions 1 and 5 Mathematics, ICT and Music
Shirley Taylor Team Inspector	Key Question 4, Foundation Phase, Welsh, Art and History
Alun Rees Team Inspector	Key Questions 2 and 6 Science, Design Technology and Physical Education
Audrey Evans Team Inspector	Key Questions 3 and 7 English, Religious Education and Geography
Deris Williams Lay Inspector	Contributions to KQ 1,3,4,7
Gerard Aston Peer Assessor	Lesson observations, discussions with pupils and full contribution to team meetings.
Cathi Bolster Nominee	Contribution in all team meetings

Contractor: Partneriaeth Dyfri Partnership
Awel Tywi
Llandovery
Carmarthenshire
SA20 0EX

Acknowledgement

The inspection team would like to thank the governors, head teacher, staff and pupils for their welcome, co-operation and courtesy throughout the inspection.